PREPARATORY SCHOOLS, COLLEGES AND ACADEMIES

INSTRUCTION.

FOR BOYS AND YOUNG MEN.

NEW YORK CITY, New York.

Results of Concentration

The following records were obtained by the application of the principles of concentration. A boy of 15 who had studied in a well known New York school for seven years without passing a single subject made the record indicated below in nine months:

In September, 1915, after taking concentration courses for five weeks at this school, he passed the Princeton examination as follows:

Elementary Algebra	C
Intermediate Algebra	C
English A	C
Plane Geometry	B

In January, 1916, he passed:

English, 4 years	75
French, 3 years	60
Latin, 3 years	75
Solid Geometry	62
American History	60

In June, 1916, he completed his college entrance work by passing the college board examinations.

Elementary Latin, composition	76	
Advanced Latin, composition	60	
Virgil and Sight Prose	64	(Studied 4½ months)
German, A	63	
Trigonometry	63	
Physics	64	(Studied 4½ months)

Comparison shows the value of Concentration

English and Composition	45	Virgil and Sight Reading	30
Literature	30	Elementary German	53
Latin Grammar	45	Algebra	25
Elementary Latin Composition	15	Plane Geometry	38
Chemistry	39		

The foregoing was the report given by the College Entrance Board June, 1915, to a student who had spent four years in another preparatory school in this city. The same student, after taking our concentration courses for nine months, passed the College Entrance Examination Board June, 1916, in the following subjects:

English Grammar and Composition	60	Elementary Algebra Complete	60
English Literature	74	Chemistry	60
Elementary German	63	*Cicero and Sight Reading	75
Intermediate German	60	*Virgil and Sight Reading	75
Elementary French	65	*Advanced Latin Composition	75
Plane Geometry	67		
American History	60		

*For Harvard.

Our records are not confined to one or two students. Two other students passed the following subjects in June. One boy of 16 received the marks shown below to the left. His brother's marks are shown to the right.

Elementary Algebra	90	Elementary Algebra	75
French (4 years)	75	French (4 years)	80
Spanish (3 years)	80	Spanish (3 years)	85
Plane Geometry	90	Plane Geometry	72

Applications will be received up to Oct. 1st for a course of lectures on Concentration to be given at the Waldorf-Astoria Hotel. These lectures will be of special interest to doctors, teachers, lawyers and business men.

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Pharmacy Department	Re-opens Sept. 18. 191st St. & Bathgate Ave., Bronx.
College Department	Re-opens Sept. 15. Fordham University.

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INSTRUCTION.

FOR BOYS AND YOUNG MEN.

NEW YORK CITY, New York.

Results of Concentration

Comparison shows the value of Concentration

The Clark School for Concentration

PARENTS CAN SEND CHILDREN TO PRIVATE SCHOOLS WITHOUT FEAR

PARENTS intending to send their children to private schools this fall should be warned against much groundless hysteria regarding the danger of infantile paralysis. Taking the consensus of opinion of both the New York city and the Federal health officials, and considering the history of previous epidemics of this sort, it is almost certain that by the last week in September the occurrence of the disease which has figured so dramatically in newspaper headlines for the entire summer will have been reduced to virtual non-existence.

It is not an exaggeration to say that in the private schools of the country, whether they be in New York or in the suburbs or the country, that pupils will be as safe as in the most carefully guarded home. Absurdly strict quarantines have been set upon some of the richest estates in the country and the paralysis infection has broken through them—in what manner no one knows—and stricken the children of their owners. There would be protection in absolute segregation, but there is no such thing possible. There must be some connection between the child and the outside and infected world.

The only safety from the disease lies in the absence of the disease. There is no running away from it, there is no way of putting up barriers to keep it out known to man, but if it is not present it cannot attack the child. This is of course obvious and absurdly simple. It is, however, an inevitable conclusion from this self-evident premise that with the disease practically "burned out," to use a graphic phrase of Dr. Emerson's, to delay sending a child to a private school, where there is every facility for health and strength to ward off disease, is little less than hysterical fright.

With comparatively rare exceptions, the epidemic has not been prevalent among the class of people who send their children to private schools. It is the poor who have suffered. It is then not likely that the child in a private school would come in contact in the schoolroom or at play with any one carrying infection. Contact outside the school is the same no matter whether the pupil attends a private or public institution of learning.

Granted, then, that the child is at school where the pupils are known not to be diseased or carry disease, it may be seen that at a private school one is as safe as at home. One's child is thrown with children whose mothers take just as many, if not more precautions for their welfare as one does for one's own. Then, too, the headmaster or principal has the reputation of his school to uphold. A single case might ruin its prestige and incidentally himself. He will never admit children who are not vouched for or known to be free from infection.

The message to those parents who are keeping children indefinitely up in the mountains or at the seashore or cooped up in a house or apartment in the city is this: it will be better for the child if you send him to school on time. Danger from the epidemic will be over with the first snap of fall in the air. Starting the boy or girl out in the year's work is not only the safe thing to do—it is the only sane thing to do.

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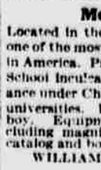

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